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ABSTRACT

The problem investigated in this study was whether or not laboratory training would influence the norms by which choices were made. Data about the influence of intervention on a social system was provided by an evaluation of laboratory training with a junior college student senate using sociometric methods to discern the normative structure of the group. The criterion for the choice which might be influenced was trust in the person chosen. It was found that the normative structure of trusting choices in the senate was not altered by the intervention. Changes were of a momentary rather than of a systemic nature; indicating the tenacity of norms governing choice in this continuing group. Sustained change in individual choice behavior appears to require intervention aimed at the norms rather than at individuals. (Auther/WS)

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Foreword

The School of Education of Indiana State University is proud to present under this cover the scholarly work of its professors. The search for truth and educational wisdom is truly one that involves all of us, and efforts such as these are testimonials to the strength and vigor of this search.

One of the marks of a true professional is a willingness to share the results of his work with others who are involved in this quest. The distribution of papers such as this is a confirmation of this professional ideal.

It is most important that the men and women engaged in the task of expanding the boundaries of scholarship in education understand that their efforts are understood and appreciated. This statement is a way of telling them that all of us are honored by their accomplishments.

David Turney, Dean

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The Development of Trust in an Organization

Technical report of an evaluation study of laboratory training with an undergraduate student senate.

by

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Chapter I

OVERVIEW OF THE WORKSHOP

During the 1968-1969 academic year, laboratory training methods were used for interpersonal skill training with student organizational leaders at Vincennes University in Vincennes, Indiana (Monroe, 1969). The Dean of Students and members of his staff together with the writers provided leadership for these off-campus programs. The popularity of these programs suggested to the Dean a possible way of helping the Student Senate to become a more cohesive and goal-directed organization. His office offered to finance and staff a weekend workshop for the senate during the first month of the 1969-1970 academic year.

Vincennes University is actually a junior college, offering a variety of two-year terminal and transfer programs. The student body numbered approximately 2900 at the time of the study. The majority of the students are from homes outside the local area and while attending the University they live either in town housing or in residence halls on the campus. Approximately one-third of the students commute from their parents' homes. Most of the counties in Indiana are represented in the student body as are the neighboring states of Illinois, Kentucky and Ohio. Male students predominate at this coeducational university.

The senate is the official student governing body of the university. The membership numbers 35, including an executive council of six members. The senators are normally elected in the spring for the following academic year. When vacancies occur new senators are elected each semester. Each person seeking election presents a petition with no less than 100 signatures and declares the executive council office he seeks or the residential area group (e.g., residence hall, town housing, commuter) he seeks to represent. Senate rules state that each

area must have at least one elected representative. It is possible for a candidate to be elected with fewer votes than he has names on his petition.

Members of the student personnel staff who had observed the student senate saw these three interrelated problems: instability of membership; lack of member skill in speaking for student needs; and conflicts among members with regard to goals and programs. The student personnel staff saw assistance to the senate on these problems as part of their function.

Pre-planning

The Dean of Students discussed these problems with members of his staff and with the executive council of the senate. The decision to consult the writers emerged from these discussions.

The initial consultation resulted in our asking the Dean of Students to "brainstorm" with the senators and his staff on three topics: (1) problems of the senate; (2) how the senate might change; and (3) student and staff expectations for a workshop.

The nineteen problems brought up in the brainstorming session appeared to fall into six categories: (1) getting relationships on a more personal basis, (2) defining the role of the senator, (3) dealing with feelings of not being included, (4) improving communication among senators, between senators and student body and between senators and staff, (5) programming the senate activities for the year, and (6) increasing commitment by the senators to the senate.

Design

From the concerns expressed in the brainstorming two major goals for the week-end workshop were extracted: (1) to identify, clarify and test major goals for the senate to work toward during the year, and (2) to build a more cohesive senate by

increasing trust among the members. A third goal emerged from the discussion of these major goals: (3) to acquire data on the interpersonal relations of the senators in order to diagnose senate problems and evaluate the workshop. The data gathering method chosen, sociometry, is discussed in Chapter II.

A two-part design seemed appropriate for accomplishing these goals for the weekend: (1) work groups, to identify, clarify and test major goals for the year, and (2) training groups (T-groups), to focus on interpersonal skills. This combination of work groups and T-groups paralleled the back-home situation. The membership of each of six work groups would be similar to that of a campus common interest group (that is, the membership of each group would be fraternity or sorority members, new or returning senators, members of the executive council, etc.) The three T-groups then would be made up of one pair of students from each of the six work groups (10-12 students, plus co-trainers), thus somewhat paralleling the composition of the student senate.

Staff

The design necessitated several staff roles: (1) two co-trainers for each T-group, (2) one collator of sociometric data, and (3) a recorder at staff meetings and large group sessions.

An outside consultant and a personnel staff member worked as co-trainers for each T-group. The other roles were assigned to two faculty women married to student personnel staff members. The assistant director of a residence hall also met with the staff during planning sessions but he had no workshop assignment.

The weekend design (see Appendix A) was planned by the writers and the Dean of Students. Planning time with the weekend staff was expected to be during student work group time and unscheduled student time.

The Workshop

The workshop was held in an off-campus setting about thirty miles from the University. The conference grounds are on the edge of a small Indiana town. The substantial acreage surrounding the buildings reinforces the sense of remoteness as well as permits a variety of outdoor activities.

The Participants

Twenty-nine of the 35 members of the senate attended the workshop including all members of the executive council. In addition, two students, members of important student government committees, responded favorably to an invitation to participate. The nine women attending included one executive council member and one non-senator. The residential designations of the senators included ten from "Town Housing", five "Commuters", four from East Hall, two from West Hall, and two from Womens Residence Hall. The academic status of 26 of the participants was that of second year students, called Seniors at Vincennes. Seventeen of the 31 attending had served in the senate during the preceeding year. Membership in a sorority or a fraternity, an important social status designation among these students, described 18 of the participants. Only one member of the executive council was not a member of a sorority or fraternity.

Early Participant Behavior

For the most part the participants appeared friendly, relaxed and passive in their direct interaction with the staff. There were some early indications, however, that our assumptions and structure were not adequate.

a. Several students said they had not wanted to attend the workshop but had felt pressured by student personnel staff members.

b. Several students commented that they intended to relax and enjoy themselves, implying that the formal goals of the workshop were of little interest to them.

c. The first work group meeting time Friday evening was not well used. No group met for the time scheduled and most of the groups were not meeting after twenty minutes had elapsed.

d. Two students, each from a different T-group, left during the first night and did not return. One of them was mentioned frequently in a negative way on the sociometric data.

e. There was no spontaneous use of staff as consultants.

f. One T-group was torn by a great deal of dissension, breaking into several sub-groups and with many of the members fleeing the room.. The members of this particular T-group were the least negative according to the early sociometic data, but apparently had been concealing it. The members were at odds with each other as well as with "establishment" forces in society and the University. These students expressed particular resentment toward the Dean, their own parents, and at being used as guinea pigs for the research (the sociometry).

Redesign

The flight behavior appeared to be a response to adult attempts at control (i.e., deciding the workshop was necessary and structuring it). The failure to use staff resources in any way appeared to confirm this inference. By redesigning the workshop to allow participants to "take charge" of the rest of the weekend we hoped to legitimize their dealing with the apparent (to the staff) authority problem. We expected that staff and participants would acquire data which could help the senate members improve their processes.

The staff suggested a community session for Saturday evening. At this session a staff person shared with the community the staff assessment and suggested that each of the three T-groups become "work-T-groups" for one hour with the tasks of:

1. deciding how the remainder of the weekend could be used most wisely, and

2. selecting a representative who would share this decision with other group representatives (including staff's representative) and who, with these representatives, would make a decision for the entire workshop community.

The work-T-groups met for one hour and then returned to the room in which the community session was scheduled. Three students and one staff member sat on the floor in the center of a large meeting room with the remainder of the community surrounding them separated according to work-T-groups. Two of the three representatives were executive council members, one of them the president. The rules of this decision-making activity permitted participants to write notes to their representatives during the course of negotiation and permitted representatives to caucus with their groups if the representives all agreed to permit that.

The activity began with the senate president telling another representative to report. As the reports were shared substantial differences were revealed in the approaches of the three groups to the task. Individual competitive behavior (e.g., cheering the report given by one's representative) was evidenced but the cooperation focus given to the activity by the staff seemed to be more generally accepted as illustrated by the disappearance of competitive behavior after the first fifteen minutes of the activity. After several caucuses and substantial revision of suggested designs a design was agreed to by the participants and the staff. As an activity this session produced the greatest amount of membership involvement of any total group activity during the entire weekend. It also served

as a model of a structure for cooperative decision making. The new design for the weekend was as follows.

Saturday Evening	Finish original work group task, particulary part 1- priority of goals for the senate.
Sunday	9:00- 9:30 Non-verbal exercises 9:30-11:30 Work-T-Groups - To further study and develop goals for the senate. 11:30- 1:00 Lunch 1:00 Report on senate goals. Mock senate to orient new senators.

Participant Behavior Subsequent to Redesign

The staff and the original work groups met separately, directly after the redesign activity. While the staff was meeting we began hearing the noise and seeing the activity which suggested that some of the work groups had ceased to meet. Several students entered the meeting room where the staff was working to inquire about where they might find an open market. They told us they were planning a bonfire and wished to purchase hot dogs, buns, and marshmallows. One staff member replied that the local stores were probably closed and that the bonfire would have to be abandoned. The students left apparently ignoring the staff member's conclusion since they returned in an hour to announce that the supplies had been purchased, the bonfire was underway and the staff was invited. The joy in the announcement seemed to say, "we have achieved the unachievable - what you thought we could not do - we want you to know that we did it and to share our joy in having done it." They had also found a way to include the staff. The bonfire appeared to be a great success as evidenced by the attendance and the frivolity. Afterward students reported that they had talked on into the early morning hours and a few said they did not sleep

at all. The total impression of the bonfire activity was one of spontaneity and the community being together on something the participants had created.

Reporting from the Work-T-Groups

The morning activity began somewhat later than scheduled but otherwise followed the new design. In the Sunday afternoon reporting session the two members of the executive council, who had served as representatives of their groups the previous evening were designated again to serve in that role. The third group selected a different representative, one who was also a member of the executive council. The reporting group thus consisted entirely of executive council members.

The goals chosen by the groups were as follows:

Group One

a. Do away with college living classes.
b. Improve the services of the University Bookstore.
c. Extend library hours.
d. Improve the lighting on the campus.
e. Improve present sidewalks and build some new ones.

Group Two

a. Eliminate all dress code regulations.
b. Free "flicks" (movies) to be shown on the outer wall of the gym.

Group Three (the senate president's group)

a. Clean up the town.
b. Improve on-campus parking.
c. Improve newspaper coverage of student activities.
d. Music in the cafeteria during dining periods.
e. Increase the number of bulletin boards for student use.
f. Redecorate the Student Union -- Rustic Pub, lanterns for lights, wire spools for tables, wagon wheel light fixtures.
g. Send delegates to Evansville and Indiana State University to study their union facilities.
h. Names for the dormitories instead of East and West and Girls' dorms.

The three representatives then discussed some of the suggestions and appeared to agree on three major general goals for the next year: (1) campus improvement,

(2) increased student involvement, and (3) improving the image of the community. The impression given was one of "we will deal with this later."

Mock Senate

The president then assumed full authority for the session and offered several directives to the senators. There was much confusion about the seating. It was finally agreed that one large circle would be most appropriate. The president stated that parliamentary rules and language would not be used and that this was to be a mock senate meeting, not a real one. Some of the informal leaders also gave directions which further complicated the procedure. Once the senators were seated in a circle, the executive council sitting together, someone pointed out that each of them should sit with members from the special group which he represented at the university. This was quickly accomplished and the president called the meeting to order.

It was soon obvious that the president was the leader in name only, as the commissioner of elections (another executive council member) demonstrated more knowledge and power than anyone else during the meeting. There was little evidence that the mock senate meeting had been pre-planned. Several of the senators not on the executive council attempted to monopolize the proceedings. It appeared to be an opportunity for articulate and aggressive members to show off. Although, the Dean of Students and the Director of Student Activities were both present as advisors there was no attempt to include them or indicate their function to the new members. Particular behaviors and structures were observed which appeared to serve as barriers to effective "back home" operation. For example, separating the senators into groups according to the residential areas they represented visually emphasized the separate interests of the members. Further, anyone who wished to speak had to stand, be recognized, state his name and the campus residence area he represented.

After approximately one hour the Dean of Students interrupted the meeting to announce that time was running out. He advised the senate to call upon the consultants to summarize their impressions of the weekend. The president responded that he had been just about to do so when the Dean interrupted.

Final Session

The dilemma facing the writers at this point was that the redesign and subsequent "take over" of the workshop had produced data for which there was a very limited audience. The pattern of self-defeating and ineffective behaviors was set against a backdrop of distancing "adult" authority which made the senators inaccessible to receiving data or help. Ironically, their present behavior made them subject to the very control they were attempting to distance. Perceiving this was one thing and finding a way to share it was another as one of the writers discovered in a casual conversation with several of the participants. For this reason, we designed the final session to focus on interpersonal skills and senate processes.

One staff member initiated a discussion which elicited the following from the senators:

Helpful Behaviors

1. Consideration
2. Releasing
3. Cooperation
4. Leveling
5. Expressing feeling
6. Trust
7. Understanding
8. Talking
9. More comradeship
10. Listening
11. Flight
12. Risking
13. Sincerity
14. Not putting on a front
15. Acceptance of feelings
16. Showing respect
17. Caring
18. Appreciation
19. Disagreement

Non-helpful Behaviors

1. Not talking
2. Attacking
3. Flight
4. Division of group
5. Front (facade)
7. Distractions
8. Not caring
9. Inappropriate caring
10. Negative attitude
11. Arguing

Questions

1. Did we ever become a group?
2. Why was it that just last night the weekend began to roll?
3. Is there a need to compromise?
4. Is this weekend just an experience and that's all?
5. Is there something left unsaid?
6. Did we let ourselves get involved?
7. Did we use our time wisely?
8. It's a necessary evil?
9. Was the staff too influential in the groups?
10. Were we afraid to move on our own?
11. When someone is put on the spot, is that good?

A second staff member reported data and impressions about interpersonal skills, decision-making processes, use of resources, self-defeating procedures and unmet needs. It was suggested to the senators that they continue to look at the quality of their relationships with one another as they met together during the year. Their behavior could indicate inclusion or exclusion, for example, by the use of the words "our" or "we" as opposed to "mine," "I" and "yours," or when they succeed in identifying or fail to identify the personal resources available in the senate to help work on their goals. The use of help from university staff was identified as a related problem needing attention. The problem of valuing cooperation or competition was discussed. The senate had organization procedures which enhanced competitiveness yet they had goals necessitating cooperation. It appeared to the writers that the participants were relatively passive but receptive to the feedback and suggestions for further work.

Chapter II

PROCEDURES

The focus of evaluation in this study was upon the effect of the workshop on the degree of trust existing in the group. This emerged from one of the major goals of the workshop, which was to "build" the group through increasing the trust of the members in one another. The local staff had observed barriers to trust which prevented the group from functioning effectively with regard to both task goals and maintenance needs. The primary research purpose, then, was to evaluate the extent to which trusting relationships developed. The data pertinent to this purpose are presented in Chapter III. The secondary purpose was to make explicit the dynamics of the workshop structure. These data are presented in Chapter IV. The remainder of this chapter is concerned with the instrument used for research, its administration, and data relevant to its reliability and validity.

The Instrument

Sociometry, the method of choice for this research, is a technique which has demonstrated its usefulness in revealing the relationships among individuals and the structures of groups (Northway, 1967, p.3). Since the focus of the workshop was trust development, such typical sociometric criteria as "work with," "play with," or "associate with" appeared irrelevant. For the evaluation to be useful, the inferences made from the test data should be as congruent with the objectives of the workshop as possible. The task was to find a sociometric choice criterion which would involve trust and which would have a behavioral consequence. The decision was made to build the criterion into the process of gathering from and feeding back data to the participants. The participants would be asked to nominate other participants to serve on a committee which would review, collect

and report other sociometric data about individuals. The choice criterion, then, was sufficient trust in another participant to permit him to have access to personal data about oneself. The assumptions were made that individuals value their privacy, that individual sociometric data would be considered private information, and that students would permit only those they trust to enter their privacy. The willingness of participants to nominate their peers would be a test of trust which was concrete and which could have an observable behavioral consequence.

A specially devised form, the Personal and Group Data form was used to elicit sociometric data. The form was a two-part questionnaire. Part I (Appendix B), of which there were six versions, requested information pertinent to membership and data flow in the total group. This information was disseminated to the participants during the course of the workshop and was not used in the evaluation of the workshop. Part II, the same in each version was the research instrument used to collect the evaluation data (see Figure 1).

Figure 1 Part II of the Personal and Group Data Form

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check) _____

_____
Your name

The decision to include six measures in Part I developed from the need for the group to have regular feedback. If the Part II data were to be valid, then the Part I data ought to be obviously useful to the group. This appeared to necessitate sampling during the entire course of the workshop.

Administration

The Personal and Group Data form was administered on the following six occasions:

#1 - Pre-sample, during the opening session.

#2 - Friday At 10:00 p.m. at the close of formal activities for the day.

#3 - Saturday at 11:50 a.m.

#4 - Saturday at 10:00 p.m. at the close of formal activities for the day.

#5 - Sunday at 11:50 a.m.

#6 - Sunday at 3:00 p.m., during the closing session.

Oral instructions, given during the opening session, included a statement about the value, to the group and individuals, of the Part I data. Part II required some discussion. The staff indicated their willingness to train students nominated in Part II, provided everyone agreed to their nomination.

Part I was scored immediately after administration (See Appendix C for the scoring instructions used) and the results were posted in chart form. In spite of the crude scoring and reporting method used, the Part I data identified the "holding back" and other negative feelings among the participants. Several individuals read the charts and talked to the staff about what the data meant but the matter was not mentioned in any group discussion which staff members observed. Posting the results did allow the staff to indicate that for a choice to count it had to state the name of a participant. Responses such as "everyone in my T-group," "the staff," or "nobody" were scored as no response.

Responses were scored "1" or "0." Each name cited was scored "1"; if no name was cited the score was "0." Each time a choice was made the name of the person choosing was scored as a choice given and the name of the person chosen was scored as a choice received. The only limit placed on the number of names which could be cited was that those cited should be among the workshop participants. No instructions were given about choosing persons who had absented themselves from the workshop subsequent to the opening session. Two participants who left after sample #2 presented no problem in the scoring as they were not chosen after they departed, but one "popular" participant left after sample #3 and was chosen in samples #4, #5 and #6. The simpler means of dealing with this problem would have been to exclude these citations from samples #4, #5 and #6. This procedure, however, would have excluded data pertinent to the group structure. The problem was resolved in the following ways:

1. Since there were no instructions to the contrary, absentee choices were allowed. The grid of choice possibilities (see Table 15 in Chapter IV) was enlarged to include these persons as possible choices received and the choices which were received were included in all analyses except those mentioned in 2 below.
2. In ranking choices given and in analyses dependent upon the proportion of choosers in the population, the choice of an absentee was excluded. This included the measure of group coherence (Table 8 in Chapter III) social category measures (Tables 10-14 in Chapter III) as well as the correlation of choices given (Table 2) and the correlations between choices given and choices received (Table 4).

Reliability and Validity

Two methods of estimating the reliability of sociometric measures are suggested by Mouton, et al. (1960). One involves choices given and the other choices received. The degree of consistency of choices given is estimated by the extent to which individuals nominate the same people from one sample to the next. Table 1 presents data indicating that there was little consistency in the choices given. The erratic pattern of choices given is confirmed in Table 2 using a rank correlation statistic.

The second method, ". . . consistency of choice status is concerned with evaluating the extent to which an individual's rank remains at the same position in the choice status continuum from one testing occasion to another" (Mouton, et al., 1960, p. 330). This method fits the focus of the study. Since we are here concerned with measures of group structure, choosing reflects the norms of the group regarding trusting relationships. Just as the norms of the group are reflected in the behavior of group leaders so in this case the norms of the senate are reflected in whom the members choose. We are interested in determining what those norms are and whether the intervention of the laboratory has any effect upon them. For these reasons, we chose to demonstrate the reliability of the instrument on the basis of the stability of choices received. Ranking of sociometric status was on the basis of choices received on each of the six samples. Table 3 indicates the coefficients which were computed using rank order correlation (Evans, 1962, p. 31).

Table 1

Incidence of choices given once and then repeated on subsequent sampling.

Sample #	1 (N=31)	2 (N=31)	3 (N=29)	4 (N=28)	5 (N=28)	6 (N=28)
1. initial choices	40					
repeated choices		10	12	13	12	11
per cent repeated		25.0%	30.0%	32.5%	30.0%	27.5%
2. initial choices		22				
repeated choices			11	1	3	0
per cent repeated			50.0%	4.5%	13.6%	0.0%
3. initial choices			12			
repeated choices				1	2	0
per cent repeated				8.3%	16.7%	0.0%
4. initial choices				4		
repeated choices					2	3
per cent repeated					50.0%	75.0%
5. initial choices					13	
repeated choices						5
per cent repeated						38.5%
6. initial choices						4
TOTAL CHOICES	40	32	35	19	32	23

Table 2. Rank order correlation coefficients comparing the consistency for six samples according to rankings of participants on choices given.

Sample #	1 (N=31)	2 (N=31)	3 (N=29)	4 (N=28)	5 (N=28)	6 (N=28)	$\bar{X}$
1		.09	-.05	.26	.00	.06	.07
2			.77	.38	.54	.50)	
3				.49	.68	.71)	.60
4					.53	.71)	
5						.70)	

($\bar{X}$ of fifteen coefficients = .42)

Table 3. Rank order correlation coefficients comparing the consistency for six samples according to rankings of participants on choices received. (N = 31)

Sample #	1	2	3	4	5	6
1		.48	.49	.60	.69	.82
2			.73	.73	.54	.60
3				.75	.56	.55
4					.61	.72
5						.58

($\bar{X}$ of fifteen coefficients = .63)

The formula included a correction for tied ranks (Siegel, 1956, pp. 207-210). The same method was used to correlate the rankings of choices given (Table 2) and to compare the rankings of choices given with choices received (Table 4).

Choices received were moderately stable. The coefficients ranged from .48 to .82, with the mean coefficient of the fifteen .63. This degree of consistency existed in spite of the fact that coefficients comparing rankings for choices given ranged from -.05 to .77 (mean .42) and the relationship between choices given and received varied from -.40 to .22 (see Table 4). An interesting dichotomy appears in Table 2. The five coefficients involving sample #1 choosers had a mean correlation coefficient of .07 while the mean of the remaining ten coefficients was .60.

These data suggested that our sociometric test consistently measured a dimension of the sociometric choice structure of the group. This consistency appeared unaffected by who did the choosing. Sufficient consistency in the nominations was shown to permit analysis of the sociometric choice structure of the group.

Establishing validity posed some difficult questions. First, did the instrument measure trust? Secondly, if it was a measure of trust, to what extent was the trust which it measured relevant to the interpersonal relationships of the group? The answers to these questions were necessarily argumentative and speculative as they went beyond the available data.

Content validity appeared evident because it was clear to the participants that in nominating someone they were in effect signing away their privacy. Since the person chosen most often was chosen by only fourteen peers, it was, unfortunately, not possible to actually test the signed "permit" against the behavioral criterion. The emphasis on the confidentiality of individual data which appears in the literature (Northway, 1967, p. 10; Evans, 1962, p. 13) supported the content

Table 4. Rank order correlation coefficients comparing the rankings of participants on choices given and choices received for six samples.

Sample	N	r_s
#1	31	.16
#2	31	.22
#3	29	.19
#4	28	-.40
#5	28	.18
#6	28	.12

validity argument that the "permit" is a test of trust. This, of course, assumed that these participants themselves considered the data in Part I useful, worthy of respect, unknown to others and defined as private. There did not seem to be a way of assessing the validity of these assumptions. Neither these nor our other assumptions appear to have likely criteria against which they may be validated.

The second question may be restated as, was the trust involved in permitting a peer to invade one's privacy on sociometric data related to trusting a peer in inter-personal relationships? We shall have to let the data in this report speak to this question. The writers offer their belief that the findings were consistent with their observations of the group at work and helpfully explained some of the problems the group had in solving its relationship problems.

Chapter III

THE DEVELOPMENT OF TRUST

The objective of the evaluation was to determine the effect of the workshop on the degree of trust extant in the group. Analysis of data was based upon a sociometric instrument which used a specific trust criterion, revealing the extent to which trusting relationships developed during the course of the workshop. In this chapter we present: (1) an overview of the group in data on sociometric choice distribution; (2) an indication of the level of trust development by several measures of group structure; and (3) an analysis of the dynamics of trust using social categories to reveal the norms governing trusting choices.

Distribution of Choices

The sociometric choice distribution of the population may be found in Tables 5, 6 and 7. Frequency distributions for each of the six samples are presented for participants chosen (Table 5) and participants' choosing (Table 6). Table 7 contains the total of all samples for participants chosen and choosing.

A low incidence of choosing was evident in the skewed distributions in the separate samples. In spite of this, 90 per cent of the participants made one or more choices over the course of the six samples and 80 per cent were chosen at least once. On the other hand, a small minority were chosen often and another small minority chose often. As seen in Table 4, there was only a slight relationship between choosers and chosen on five samples and a negative relationship on the sixth.

Table 5. Frequency distribution of participants chosen for six samples. (N=31)

Frequency of Citation	Sample					
	1	2	3	4	5	6
Zero	14	18	14	21	13	20
One	7	5	10	6	12	5
Two	4	3	2	2	2	4
Three	2	2	2	1	3	0
Four	3	1	1	0	0	1
Five	0	1	1	0	0	0
Six	0	1	1	1	0	1
Seven	1	0	0	0	1	0
Total	40	32	35	19	32	23

Table 6. Frequency distribution of participants choosing for six samples

Frequency of Citation	Sample					
	1 (N=31)	2 (N-31)	3 (N=29)	4 (N=28)	5 (N=28)	6 (N=28)
Zero	6	12	12	16	12	15
One	14	10	6	8	9	7
Two	8	6	6	2	4	3
Three	2	2	3	1	1	2
Four	1	1	2	1	1	1
.						
.						
.						
Eight	0	0	0	0	1	0
Total	40	32	35	19	32	23

Table 7. Frequency distribution of participants chosen and participants choosing for the total of six samples. (N=31)

Frequency of Citation	Participants chosen	Participants choosing
None	6	3
One	6	2
Two	1	4
Three	5	5
Four	2	1
Five	0	2
Six	1	1
Seven	1	3
Eight	1	2
Nine	1	0
Ten	2	2
Eleven	1	2
Twelve	0	0
Thirteen	0	1
Fourteen	0	2
Fifteen	1	0
Sixteen	1	1
.		
.		
Twenty-two	1	0
.		
.		
Thirty-six	1	0
Total citations	181	181

Data pertinent to who chooses whom revealed the concentration of choice objects and of the choosing population. Two participants received 32 per cent of all choices made, while these two plus two others received 49 per cent of all choices made. Choices given tended to be more widely distributed. The top four choosers accounted for only 31 per cent of all choices. In only samples 4 and 6, where the absolute number of choices was the lowest, did an individual receive more than 20 per cent of the choices made on a particular sample; these were 31 per cent and 26 per cent respectively. One expansive person accounted for 25 per cent of the choices givenin sample 5 and one person accounted for 21 per cent of the choices given in sample 4. Otherwise, in choices given, no one individual accounted for more than 20 per cent on the remaining four samples.

The concentration of choices in favor of several persons did not result in one of them being chosen by even a majority of choosers. One person was cited 36 times by 14 participants and no one received more than seven choices on any one sample. These data indicate that the degree of trust existing in the group was minimal. Most individuals were reluctant to choose. Persons of low sociometric status tended to do much of the choosing. The small degree of agreement about a few individuals seemed to have existed prior to the workshop.

Group Structure

The measures of group structure presented in Table 8 are shorthand descriptions and elaborations of the findings of the previous section. Group cohesion describes the extent of mutual pairing (participants choosing each other). At no time did the group exceed one per cent of the possibilities for mutual pairing. Group expansiveness indicates the average number of choices made by the members of the group. This began low and declined. The group integration measure is based

Table 8. Four measures of group structure on six samples

Sample	Group Structure Measure			
	Cohesion[a]	Expansiveness[a]	Integration[a]	Coherence[b]
#1 (N=31)	.0086	1.29	.071	5.5
#2 (N=31)	.0043	1.03	.056	4.1
#3 (N=29)	.0025	1.20	.071	1.3
#4 (N=28)	.0000	0.64	.077	0.0
#5 (N=28)	.0053	1.11	.077	2.8
#6 (N=28)	.0000	0.82	.050	0.0

[a] Proctor, C.H. and Loomis, C.P. "Analysis of Sociometric Data," pp. 572-3 in Jahoda, M., Deutsch, M., and Cook, S.W., Research Methods in Social Relations, Part II. New York: Dryden Press, 1951.

[b] Criswell, J.H., "The Measurement of Group Integration," pp. 254-259 in Moreno, J.L., et. al. (Editors) The Sociometry Reader, Glencoe, Illinois: The Free Press, 1960.

Table 9. Relationship between sociometric choice status (choices received) and identification of the person chosen with five social categories, according to sample

Sample number	r
1	.50**
2	.25
3	.03
4	.07
5	.25
6	.35
	**p < .01

upon the number of isolates (participants not chosen). The absolute number of isolates on every sample was high, and therefore the statistic was consistently low. Group coherence, the proportion that mutual pairing is of the total number of choices, was surprisingly high to begin with because of the small number of choices made, suggesting a high degree of reciprocity in whatever choosing was brought to the workshop. The measure was, however, influenced radically by a small shift in the number of mutual pairs. The range of mutual pairs was from four in sample 1 to zero in samples 4 and 6. Inflated and unstable as this measure was in this case, it did illustrate the fact that 20 per cent of the choices made in sample 1, which was taken at the beginning of the workshop, were reciprocated. In general, these measures of group structure confirm the low degree of trust indicated in the previous section. They show perhaps more clearly than the distribution data that there was little change in the trusting climate of the group as a result of the workshop.

The Normative Structure of Choice

The above data were not unexpected. In fact, given the problems of the senate, any substantial change in a positive direction as a result of the workshop would have been suspect. Instead, the objective to "build" the group necessitated that a beginning be made at opening up relationship possibilities. The obvious block to relationships was the high degree of stratification represented in the senate according to certain formal and informal social categories. As we have indicated previously, this stratification was the basis for the particular work-group--T-group design. We hypothesized that if any beginnings were made in the development of relationships among the senators then it would be reflected in the pattern of choosing during the course of the workshop. Since each participant could be described by social categories, the changing (or unchanging) nature of the bias

in favor of or in opposition to particular categories would reveal changes in the stratification of the senate. We selected five social categories (maleness, fraternity or sorority membership - "greek" - senior academic status, returning senator status, and membership on the executive council of the senate) and measured the bias in choosing by correlating sociometric choice status with the number of these social categories in which persons chosen were included. The higher the correlation the greater the extent of bias in choosing. Table 9 indicates that the greater number of these categories in which senators were included the greater was the possibility of being chosen on the first sample, which was a measure of pre-existing relationships. Bias in choosing was reduced during the second day of the workshop but then became more evident again, though the statistic never again approached significance.

The social categories identified apparently were related to the pattern of choosing. The data in Table 9 confirmed the existence of the social stratification blocking relationships. The effect of the workshop ought then to have been reflected in a change in the extent of bias in choosing in each of the social categories. The decline in bias shown by the lower correlations under experimental conditions indicated that the workshop had some effect in the desired direction. The effects in terms of each social category are examined in more detail in Tables 10, 11, 12, 13, and 14, which show the extent to which choices were <u>received</u> and <u>given</u> according to the proportion of each particular social category in the population. For example, males were chosen (observed) more often than their proportion (expected) in the population would suggest. Such disproportion was an indication of bias in the choosing population. A change in the direction of less disproportion in choosing would represent decreasing bias. Tables 10 through 14 indicate the extent to which such disproportion occurs and how it changes for each of five social categories.

Table 10. Comparison of choices observed and expected according to formal senate position for three sets of samples.

Sample Set	Senate Position	Choices Received			Choices Given		
		observed choices	observed minus expected	2 X (4)	observed choices	observed minus expected	2 X (4)
1	Executive Council	21	+13.3		10	+ 2.3	
	East Hall	4	- 1.2		5	- 0.2	
	Commuter	2	- 4.5		6	- 0.5	
	Town Housing	12	- 0.9		14	+ 1.1	
	All Others	1	- 6.7		5	- 2.7	
	Total	40		33.41***	40		2.58
2 & 3	Executive Council	21	+ 7.6		8	- 5.4	
	East Hall	9	+ 0.1		12	+ 3.1	
	Commuter	15	+ 3.8		13	+ 1.8	
	Town Housing	22	- 0.3		27	+ 4.7	
	All Others	0	-11.2		7	- 4.2	
	Total	67		17.57**	67		8.78
4, 5 & 6	Executive Council	40	+25.0		7	- 8.0	
	East Hall	6	- 4.0		14	+ 4.0	
	Commuter	6	- 6.5		23	+10.5	
	Town Housing	17	- 5.5		26	+ 3.5	
	All Others	1	- 9.0		0	-10.0	
	Total	70		57.88***	70		26.40***

** P < .01 *** P < .001

Table 11. Comparison of choices observed and expected according to sex for three sets of samples.

Sample Set	Sex	Choices Received			Choices Given		
		observed choices	observed minus expected	X^2 (1)	observed choices	observed minus expected	X^2 (1)
1	Male	34	+ 5.6		26	- 2.4	
	Female	6	- 5.6		14	+ 2.4	
	Total	40		3.99*	40		0.70
2 & 3	Male	57	+10.1		43	- 3.9	
	Female	10	-10.1		24	+ 3.9	
	Total	67		7.51**	67		1.08
4 5 & 6	Male	52	+ 4.5		54	+ 6.5	
	Female	18	- 4.5		16	- 6.5	
	Total	70		1.37	70		2.77

* $P < .05$, ** $P < .01$

Table 12. Comparison of choices observed and expected according to sex for three sets of samples.

Sample Set	"Greek" Status		Choices Received			Choices Given		
			observed choices	observed minus expected	X^2 (1)	observed choices	observed minus expected	X^2 (1)
1	Greek		31	+ 7.2		24	- 0.8	
	Independent		9	- 7.2	6.48*	16	+ 0.8	0.60
	Total		40			40		
2 & 3	Greek		45	+ 7.0		42	+ 4.0	
	Independent		22	- 7.0	3.10	25	- 4.0	0.97
	Total		67			67		
4,5 & 6	Greek		47	+ 9.5		39	+ 2.5	
	Independent		23	- 9.5	5.35*	31	- 2.5	0.13
	Total		70			70		

* $P < .05$

Table 13. Comparison of choices observed and expected according to whether the participant is a new or returning senator for three sets of samples.

Sample Set	Senate Status		Choices Received			Choices Given		
			observed choices	observed minus expected	X^2 (1)	observed choices	observed minus expected	X^2 (1)
1	Returning		30	+ 8.1		22	+ 0.1	
	New		10	- 8.1		18	- 0.1	
	Total		40		6.86**	40		0.00
2 & 3	Returning		39	+ 3.2		28	- 7.8	
	New		28	- 3.2		39	+ 7.8	
	Total		67		0.65	67		3.65
4,5 & 6	Returning		50	+15.0		18	-17.0	
	New		20	-15.0		52	+17.0	
	Total		70		13.27***	70		16.51***

** $P < .01$, *** $P < .001$

Table 14. Comparison of choices observed and expected according to academic status for three sets of samples.

Sample Set	Academic Status	Choices Received			Choices Given		
		observed choices	observed minus expected	X^2 (1)	observed choices	observed minus expected	X^2 (1)
1	Senior	39	+ 5.5		33	- 0.5	
	Freshmen	1	- 5.5		7	+ 0.5	
	Total	40		5.74*	40		0.05
2 & 3	Senior	56	+ 0.2		54	- 1.8	
	Freshmen	11	- 0.2		13	+ 1.8	
	Total	67		0.00	67		0.35
4,5, & 6	Senior	65	+ 7.5		49	- 8.5	
	Freshmen	5	- 7.5		21	+ 8.5	
	Total	70		5.65*	70		7.04*

* $P < .05$

A few words on the construction of tables 10-14 are needed. We did not have a sufficient number of choices made to permit a chi square analysis for each sample. Therefore, like samples were combined. Sample 1 represented the pre-sample, taken prior to the beginning of formal workshop activities; samples 2 and 3 represented the T-group phase of the design; and samples 4, 5 and 6 represented the post-T group phase of the design. The activities of this final phase were similar to the more traditional social and business activities of the senate. The data of particular interest, as far as our analysis was concerned, were those on choices received, but we included the choices given data primarily to show the lack of relationship between choices given and received. For example, overchoosing males was not related to males overchoosing but, rather, to a norm of the entire group to value a trusting relationship with a male rather than with a female.

Sample 1 data on the five tables indicated significant overchoosing bias on choices received in all five categories. This confirmed the relationship noted in Table 9 for sample 1. Interestingly enough, there were no statistically significant biases on choices given for any of the social categories observed. These measures reflected the quality of the "back home" relationships, previously inferred to reveal a pattern of social stratification and distance. Preferred trust objects tended to be persons who fit the five social categories identified informally. The effect of the workshop in opening up relationships possibilities should be indicated by changes in preference bias for trust objects. This was examined for each of the five social categories.

The preference bias in favor of members of the executive council was maintained throughout the sampling. For the most part the bias in favor of executive council membership was maintained at the expense of all other positions. Only on samples 2 and 3 were commuters slightly preferred but even then the preference

was much less than that for executive council members. The "all others" category contained the representatives from the woman's residence hall and West Hall, and the two non-senators attending the workshop. These participants appeared to be particularly alienated from the choice structure, rarely being chosen and consistently underchoosing. This tendency was particularly evident in the data for samples 4, 5 and 6.

The bias in favor of choosing males was increased during samples 2 and 3 but declined to no observed bias in the final sample set. In the other three social categories (greek, senate and academic status) the preference bias was eliminated for samples 2 and 3 but returned in samples 4, 5 and 6.

The review of choices received data clearly showed that the workshop was not consistent in affecting the preference biases of the participants. The norms governing these choices were momentarily altered for three social categories (greek, senate and academic status) and slightly altered for formal senate position at the time samples 2 and 3 were taken. We inferred that the T-group had some effect on this patterning of choice. While the T-group reduced preference bias on four measures, it increased the bias on sex preference. Sex bias declined during the time when total group social and business activities occurred.

It appears reasonable to suggest that the norms governing sociometric choices where trust was the criterion were fairly tenacious. There was some reduction of relationship stratification but this was not maintained for any of the social categories for both of the experimental sample sets. The normative pattern appeared to value authority, male domination, social status, exclusiveness, and "old boy" control. We read the data as suggesting an authoritarian relationship model as the norm for the student senate. For a short period of time the more open and

democratic structure of the lab appears to have legitimized choosing behavior in contradistinction to the norms typically governing the senate. As the participants prepared to return to the "back home" setting their choosing behavior began to revert to the more typical normative patterns. The evidence here suggests that the workshop failed to alter these typical normative patterns. The influence of the workshop was instead situational and momentary rather than systemic.

Chapter IV

THE DYNAMICS OF THE WORKSHOP STRUCTURE

This chapter presents data and analysis evaluating the effect of the workshop design on the choice making process. We were particularly interested in determining the effect of T-groups and work groups. Since the data in Chapter III indicated that samples 2 and 3 more often tended to include fewer biased choices, the T-group appeared to have a special potency. We were also interested to see if the data would reflect the total group activities of the last 24 hours of the workshop. Unfortunately, a sufficient number of choices were not made to permit a chi square analysis for each sample. We were required to combine samples 2 and 3 into one sample set and samples 4, 5 and 6 into a second sample set. Combining samples 2 and 3 into one set did not affect our analysis as these samples appeared to have been affected by similar conditions. Samples 4, 5 and 6, however, reflected a shifting total group situation and combining them into one set means the loss of data about specific influences from Saturday evening to Sunday afternoon.

The Choice Grid

In order to estimate the effects of group structures, a grid of choice possibilities was constructed which located each participant's choice of another participant in one of four possible categories. What we wished to identify was the location of the relationship between all participants, so that we could determine statistical expectations for choices made from each location. Each person was assigned to a T-group and a work group. In a few instances, participants were together in both a T-group and a work group. Finally, a participant was in neither a T-group nor a work group with a majority of other participants. Each participant could then be related to each other participant in one of four

categories: T-group, work group, both, neither. The category located the relationship between any two participants.

In developing the grid we had to account for the participants who left the workshop. Since one participant was chosen after he had left, the choice grid was reduced for choices given (since he could not choose) but not for choices received (since he could be chosen). Sample 1 was excluded because the structures could have no influence on choice making in this sample. Table 15 contains the choice grid.

Workshop Structure and Choosing

Choices actually made (observed) were compared to the probability of choices for each category (expected) and a chi square was computed to determine the significance of any differences noted. Table 16 contains the data for the two sample sets. Choices made in the T-group were consistently and significantly more numerous than expected. Work group choices conformed to expectations. The "both" category exceeded expectations only slightly. The "neither" category significantly underproduced choices.

The T-group was a powerful generator of trusting choices. When the T-groups were meeting as T-groups they heavily overproduced. Later, when the T-groups were meeting as work-T-groups they overproduced to a lesser extent. The work group, governed by more traditional norms and the setting for flight behavior, did not, in spite of common interest and small size, produce choices greater than expectations. Locating a relationship in both the T-group and the work group appeared to cancel out the power of the T-group. It was expected that the "neither" category would reflect any movement toward greater cohesiveness as a result of the group spirit developed Saturday evening or

Table 15. The possibility of choice grid according to the location of the relationship between participants for five samples.

Samples	T-group	Work group	Both	Neither	Total
2 (N=31)	264	104	26	536	930
3 (N=29)[a]	247	98	25	499	869
4,5,6 (N=28)[a]	238	97	24	482	841

[a] universe of possible choices reduced by choices given only.

Table 16. Comparing observed and expected choices according to the location of the relationship between the chooser and the chosen for all choices made in two sets of samples.

Sample Set	Location	Observed choices	Observed minus expected	X^2 (3)
2 & 3	T-group	41	+22.0	
	Work group	9	+ 1.5	
	Both	6	+ 4.1	
	Neither	11	-27.5	
	Total	67		56.28***
4 5 & 6	T-group	34	+13.1	
	Work group	8	- 0.5	
	Both	4	+ 1.9	
	Neither	28	-14.4	
	Total	74		15.21**

**p < .01 ***p < .001

Sunday morning. The apparant group spirit probably reflected the return to the more familiar authority model. In any event, the "neither" category continued to underproduce choices but at a lower rate.

To control for the influence of pre-existing choices, an analysis was made focusing only on the location of the first or initial choice of one participant for another. Table 17 excludes sample 1 and all repeated choices, considering only initial choices. A pattern consistant with that in Table 16 emerged. The high level of confidence supported the conclusion that the T-group was a powerful generator of choices when a trust criterion was used by the choosers.

We were also interested to discover the effect of structure upon the repetition of an initial choice. This analysis included all initial choices, both pre-existing (sample 1) and new (samples 2-5) choices. Since Table 1 (Chapter II) indicated an erratic pattern for repeated choices, we wanted to compare repeated choices differentiating those which were pre-existing from those which were generated during the workshop. Table 18 contains data comparing pre-existing and new choices for four samples (where the comparison is possible) as well as providing summary data for the five samples in which a repeated choice may have occurred. The data presented in Table 19 takes the same summary data and compares the locations. Breaking the data down still further makes the chi square analysis inappropriate, therefore, we were unable to indulge in our curiosity to review persistence data according to <u>both</u> location and the time when the initial choice occurred. With only one exception choices were repeated without regard to whether the initial choice was generated prior to the workshop or during the workshop. Similarly, no one structure significantly generated choice repetitions. The one exception in Table 18 is that pre-existing choices were overproduced and

Table 17. Comparing only initial (first time) observed and expected choices according to the location of the relationship between the chooser and the chosen for a total of five samples (samples 2-6). (Repeated choices excluded.)

Location	Observed choices	Observed minus expected	$X^2_{(3)}$
T-group	33	+18.2	
Work group	5	- 1.1	
Both	3	+ 1.6	
Neither	14	-18.7	
Total	55		35.58***

*** P<.001

Table 18. Comparing repeated observed and expected choices according to whether the initial choice occurred on sample 1 (pre-existing) or on samples 2-5 (new), on four samples and on the total of five samples.

Sample	Category	Observed choices	Observed minus expected	$X^2_{(1)}$
3	Pre-existing	12	- 2.8	
	New	11	+ 2.8	
	Total	23		1.04
4	Pre-existing	13	+ 4.9	
	New	2	- 4.9	
	Total	15		6.42*
5	Pre-existing	12	+ 2.3	
	New	7	- 2.3	
	Total	19		1.07
6	Pre-existing	11	+ 2.7	
	New	8	- 2.7	
	Total	19		1.50
Total of 2-6	Pre-existing	58	+ 6.2	
	New	28	- 6.2	
	Total	86		1.83

* P <.05

Table 19. Comparing repeated observed and expected choices according to the location of the relationship between the chooser and the chosen on a total of five samples (samples 2-6).

Location	Observed choices	Observed minus expected	$X^2_{(3)}$
T-group	42	+ 2.8	
Work group	12	- 0.2	
Both	7	+ 2.2	
Neither	25	- 4.9	
Total	86		2.81

new choices were underproduced on sample 4. Sample 4 was taken immediately after the Saturday evening session.

No one of the structures was any more influential than any other in aiding the repetition of choices. The T-group apparently provided a structure more conducive to initiating a choice but a choice once made was sustained without regard to specific formal structures of interaction. This suggested that no special dependency was developed in these T-groups since the matter of whether a choice was repeated or not had nothing to do with the location of the relationship.

In summary, the influence of the T-group on initial choosing stood out as a most important finding, confirming subjective claims that the T-group offers an unique opportunity for trust development.

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. Findings

A. With regard to evaluation method:

1. It was possible to reliably measure sociometric choice status using a trust criterion. Moderate stability was obtained in rankings of individuals on choices received.
2. The stability of choices received data was obtained in spite of the erratic nature of choices given data. The object of the choosing appeared to consistently reflect the norms of the group regarding trusting relationships since it was unaffected by who did the choosing.

B. With regard to trust development in the senate:

1. The level of trust was low as the participants entered the workshop. Only 40 nominations of trust objects were made from a field of 930 possibilities. Almost half of the participants were reluctant to make any choice at all while those who did choose nominated a few individuals often (four persons received one-half of the nominations). One-fifth of the nominations were mutual pairs, indicating an unusually high degree of reciprocity in choosing. Measures of cohesiveness, expansiveness and isolation indicated a low level of trusting relationships extant before the workshop began.
2. Little change was recorded in the sample by sample measures of trusting relationships. The reluctance to choose and the disproportionate nomination of a few persons continued. Review of

both distribution and group structure data indicated a slight decline, overall, in trust though measures of significance were not applied. During the course of the workshop there was some experimentation with a variety of trusting objects and a few individuals became expansive. Fifty-five new nominations were made. Ninety percent of the participants made at least one nomination and eighty percent were chosen at least once. These openings of relationship possibilities appeared to have little effect upon the low trust climate.

C. With regard to the normative structure of choosing in the senate:

1. A high degree of stratification characterized the trust choices of the senators as they entered the workshop. The norms of the senate appeared to value membership in certain social categories:
   a. Maleness rather than femaleness,
   b. "Greek" membership status rather than independent status,
   c. Senior academic status rather than freshman status,
   d. Returning senator status rather than new senator status,
   e. Membership in the executive council of the senate rather than a senator representing residential areas.
2. The use of social categories to evaluate changes in the normative structure of choice is equivalent to raising the power of a microscope. Specific changes in the normative structure of choice were revealed which would not otherwise have been apparent.
3. Changes were of a momentary rather than systemic nature, indicating the tenacity of the norms governing choice in a "family" group. Diagnostic data about specific processes of the senate

were revealed as well as data confirming that some beginnings were made in opening new possibilities for choosing trust objects.

a. The relationship between sociometric status (choices received) and a high social status (measured by membership in the five valued social categories) declines from a significantly high positive correlation to no relationship only to increase again toward the close of the workshop, but not to a significant level.

b. The T-group reduced bias in choices received for greek membership, academic status, senate status, and executive council membership. The T-group increased bias in choices received for sex, valuing males even more than previously.

c. As the workshop moved into its final phase with more familiar social and work activities predominating and T-groups no longer meeting as T-groups, biases in choices received increased to or surpassed their pre-workshop levels for greek membership, academic status, senate status and executive council membership. Under the same conditions, bias in choices received in favor of males was eliminated.

D. With regard to the dynamics of the workshop structure:

1. Locating a relationship between two persons in a T-group significantly increases the probability that a trust choice will be made.

a. T-groups significantly overproduce trust choices whether or not the T-group is meeting as a T-group.

b. T-groups significantly overproduce initial (first time) choice nominations.

2. Locating a relationship between two persons both in a T-group and a work group appears to cancel out the potency of the T-group in producing choice nominations.

3. The location of a relationship between two persons appears to have no effect upon the extent to which a choice once made will be repeated.

II. Conclusions

A. There is evidence that the normative structure of trusting choices in the senate was not altered by the workshop. The T-group location had particular potency in generating choices but the effect appeared to be momentary rather than systemic.

B. The normative structure of choice in a family group appears to be most resistant to change. In spite of significant openings of trusting relationships as a result of the T-group intervention, as the group prepared to return home, the familiar norms returned to determine choice. This suggests that the improvement of a "family" group process needs to focus upon the norms and their determinants as well as on the interpersonal processes among the members. Since the senate group has an unstable membership, it is likely that the norms emerge from the larger university community.

C. The particular normative structure of choice in the senate appears to value an authority model emphasizing male domination, social status, "old boy" control and exclusiveness. There is a similarity between the emphasis of the senate model with the characteristic model of the functioning of many American colleges and universities. These students appear to be acting out the norms sanctioned by the

larger organization of which the senate is but a part.

D. When a normative structure is provided which legitimizes openness in relationships, the senators tended to respond in kind. This occurred without any change in the norms which usually characterize their behavior. Openness is located in the workshop but not "back home." For interventions of this kind to have a more permanent effect upon the norms of the family group it would appear that the openness and closeness norms require sanction in other than the workshop situation. Senators and those who would influence them need to find ways of making such norms meaningful in the "back home" action processes of the senate. Senators themselves, particularly need to attend to those processes which create separateness and exclusiveness.

E. If the problems of this senate are a microcosm of the larger community, it is likely that future senates will be plagued by similar problems. The data here may be used as a basis for strategies directed toward helping future senators deal with these problems and develop more effective and cohesive senates.

F. The T-Group offers a unique opportunity for trust development by legitimizing norms conducive to building openness and closeness. Though it may be considered an optimal intervention structure when the goal is trust building, the data indicates that in a "family" group this process must be supported by a group normative structure which also sanctions openness and closeness in non-workshop setting.

G. A relationship once begun in a T-group does not necessarily require the T-group setting to survive. The T-group contributes no more than any other structure to the repetition of a trust choice once made.

III. Recommendations

The control of the workshop by the staff and the ambiguity of the work group task combined to produce the observed flight behavior and the failure to use the design or staff for individual learning or normative change in the organization. This workshop with its twin objectives of increasing cohesiveness and clarifying goals might have been more successful if:

A. The training staff had been selected by the senate rather than by those who were perceived to have a stake in influencing it, no matter how altruistic their motives,

B. The members of the senate had been more directly involved in the specific planning,

C. The senators had been free to select from clear alternatives for behavior in the workshop, including the alternative not to be present at all,

D. The senators had been trained as part of the intervention to manifest behavior which maximized their ability to give, collect and assess the data pertinent to the clarification and selection of alternatives,

E. The focus of the intervention had been more clearly and openly relevant to the ongoing life of the group by dealing with group problems as dilemmas facing the life and direction of the group,

F. The consequences of changing organizational norms (which would be contradictory to the larger social environment in which the senate functions) had been evident, understood and accepted.

IV. Discussion

The tenacity of the norms of the senate appeared to be related to their functionality within the larger social environment in which the senate is an institution. We noted earlier the irony that the ineffective behaviors maintained by the senators made them subject to the very control they were attempting to distance. The opportunity presented them to develop more effective behaviors was not taken in this case because of their suspicion of "adult" authority, which had the effect of maintaining the minimal influence by the senate in the decision-making at the University. The function in the larger social environment of this self-defeating behavior, it might be hypothesized, is the maintainance of the model of centralized authority. A highly cohesive, goal-directed senate would likely demand greater influence in decision-making, challenging and perhaps changing the authority model to a delegated one. The failure of the senate to become more effective may be rewarded in some way (not determined by this research) by the system of centralized authority. A norm change not only encounters the response to threatening the existing system, it must also deal with the reinforcement for not changing.

On an individual level, the students appeared to be modeling their behavior after "adult" authority figures. The student senate is, in effect, a role playing arena where competition and practice result in some persons learning how to function as authority figures. It must, however, be for

play and not for "keeps". If students actually were to become more influential now, then there would not be a centralized authority system in which they could learn to become authority figures. Behavior change on the individual level, it is hypothesized, must not only encounter the benevolence of authority figures, but also this competitive, power-hoarding system. The alternative model for individual behavior is a cooperation model requiring the development of interpersonal skills, which, of course, was the point of the workshop in the first place.

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Appendix A — Material Presented to Participants

Appendix B — Personal and Group Data Forms

Appendix C — Community Data Feedback and Research Data Summary Sheets

APPENDIX A

Material presented to participants

TIME SCHEDULE

Friday

6:00 p.m.	Dinner
7:00 p.m.	General Session (Personal and Group Data Form #1)
7:30 p.m.	T groups
9:30 p.m.	Work groups
10:30 p.m.	(Personal and group data form #2)

Saturday

8:00 a.m.	Breakfast
9:00 a.m.	T groups (Personal and group data form #3)
11:00 a.m.	Work groups
12:00	Lunch
1:00 p.m.	T groups
3:00 p.m.	Work groups
4:00 p.m.	Free time
6:00 p.m.	Dinner
7:00 p.m.	T groups
8:30 p.m.	Work groups
10:30 p.m.	(Personal and group data form #4)

Sunday

8:00 a.m.	Breakfast
9:00 a.m.	Work groups (Personal and group data form #5)
12:00	Dinner
1:00 p.m.	Work groups
2:30 p.m.	General session (Personal and group data form #6)
3:30 p.m.	Closing

Instructions for Participants

Training Group

The T group may be new to you therefore a few words about it may be helpful. The T group is a place where people can work on the skills which are important to good relations with others. They can also get to better understand how groups work. You will find yourself in a group, usually of ten to twelve persons, which has as its goal the building of a group which has a life of its own and which works to meet the needs of all of its members. The way the group works is by paying attention to what is called the "here and now." The "here and now" (the current feelings that people have, their reactions to what is going on) is the only thing all members can wholly share, since it is what they experience together. Past history of the group itself or of individuals, personal hang-ups which do not affect one's behavior or that of others in the group, in fact, anything outside the life of the group itself is called the "there and then." Experience with T groups suggests that the more they are able to pay attention to the "here and now" and the less attention paid to the "there and then", the faster they build an effective group. The group makes its own decisions about what it wants to do and how it wants to do it. The job of the staff members who will sit in with the group is to be helpful to the group and its members in building a group.

Work Group

The work group is certainly a more familiar kind of group. However, there are some special features about these work groups. There will be approximately six groups with 5-7 members each. Work group time can be spent either in small groups or in any combination of persons useful to the community in furthering its purposes.

Each work group's purpose is three-fold; (1) to reach consensus* and then to work for community consensus on the priority of goals for the current year, (2) to reach consensus and then to work for community consensus on means for accomplishing these goals, (3) to test the consensus about goals and means against possible reactions "back home."

Staff members are available as consultants to work groups.

*Decision by Consensus

Instructions

This is an exercise in group decision-making. Your work group should employ the method of Group Consensus in reaching its decisions. This means that each goal must be agreed upon by each group member before it becomes a group decision. Consensus is difficult to reach. Therefore, not every goal will meet with everyone's complete approval. Try, as a group, to make each goal one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

a. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

b. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only goals with which you are able to agree somewhat, at least.

c. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.

d. View differences of opinion as helpful rather than as a hindrance in decision-making.

APPENDIX B

Personal and Group Data Forms

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Personal and Group Data Form #1

The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The value of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about you will not be made available to any other community member. Information about you can be made available to you in summary form (See Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

Who are you really glad to see here?

_____

_____

_____ No one (check)____

Who are you really sorry to see here?

_____

_____

_____ No one (check)____

(Please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

_____ Your Name

pgd-1

Personal and Group Data Form #2

The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The value of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about wou will not be made available to any other community member. Information about you can be made available to you in summary form (see Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

Since you have been here, who has made you feel that they are glad to see you?

_____

_____

_____ No one (check)

Since you have been here, who has made you feel that they are not glad to see you?

_____

_____

_____ No one (check)

(please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

_____
Your Name

Personal and Group Data Form #3

The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The values of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about you will not be made availalbe to any other community member. Information about you can be made available to you in summary form (see Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

Who do you feel you are <u>really</u> getting to know better?

_____

_____ No one (check)

Wh do you feel you can not gat to know better?

_____

_____ No one (check)

(please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

_____
Your Name

Personal and Group Data Form #4

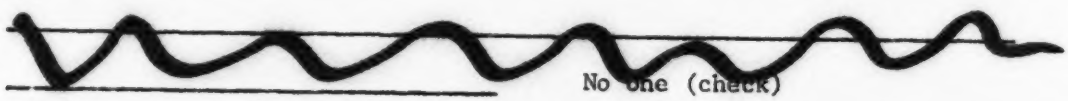
The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The value of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about you willnot be made available to any other community member. Information about you can be made available to you in summary form (See Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

In most large groups people have feelings about what is going on in the group which they do not feel comfortable in sharing with the whole group. Often, however, they do feel comfortable about sharing these feelings with one or several other persons.



_____ No one (check)

Who do you feel comfortable in sharing your feelings about what is going on?

_____

_____ No one (check)

Who do you feel very uncomfortable with in sharing your feelings about what is going on?

_____

_____ No one (check)

(please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

pgd-4

Personal and Group Data Form #5

The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The value of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about you will not be made available to any other community member. Information about you can be made available to you in summary form (see Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

In any productive organization there are bound to be disagreements between people. There are some people, however, with whom we feel comfortable in disagreeing and others who would make us very uncomfortable to disagree.

With whom do you comfortably disagree?

_____

_____ No one check

With whom are you very uncomfortable disagreeing?

_____

_____ No one (check)

(please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

_____
Your Name

pgd-5

Personal and Group Data Form #6

The questions on this form provide a means by which we can gather and feed back to you information important to the life of this community. The value of the information depends upon how seriously you take the responsibility to give the most accurate information you can.

Information about the total community will be regularly made available to anyone who wishes to inspect the posted charts. Information about individuals is confidential. What you say about others and what others say about you can not be made available to any other community member. Information about you can be made available to you in summary form (See Part II). The information will also be used for research purposes by the staff.

PLEASE COMPLETE PART I AND PART II AND SIGN YOUR NAME

PART I

Who do you feel very good about working with "back home?"

_____

_____ No one (check)

Who do you not feel very good about working with "back home?"

_____

_____ No one (check)

(please use full names wherever possible)

PART II

Since the clerical job of scoring this form for information about individuals is quite time consuming, the staff will not be able to undertake this responsibility. Confidentiality would require the entire community to agree on any members of a committee which would perform this task. Assuming you wanted to have the information on this form available and that your nominees would be willing to do the job, who would you nominate for the committee?

_____

_____ No one (check)

_____
Your Name

pgd-6

APPENDIX C

Community Data Feedback
and
Research Data Summary Sheets

Community Data Feedback and Research

Research Procedures

Part II of the form is the research instrument. It assumes individuals value their privacy and will only permit those they trust to enter it. It meets the sociometric test of having a real behaviorial consequence follow from the nomination; thus having validity for the participants. Unfortunately, they should not know the research value. If they learn of it, there is a likelihood the results would be biased. They do need to know for feedback purposes whether they have all agreed upon members of the committee and if a need arises for individual feedback, the names of persons nominated. To preserve the integrity of the research the following procedures will be followed:

1. Upon receipt of the forms they will be torn in half. (There is no need for the names of nominators on part I nor do we wish to make it available.)
2. Scorers will scan part II to see if there is universal agreement on any individual. If there is, the names and the form for which they are designated will be noted separately. The scorer will keep this information to himself until such time as the participant community should request it.
3. All part II's will be placed immediately in an envelope, the envelop labeled (date, form #) and given to Stan whenever comfortable.
4. Note will be made on the reporting chart of the fact of agreement on nominees but their names will not be made available until such time as a need for individual feedback develops.

5. Security is important to preserve confidentiality and the integrity of the research. Scorers must be careful with the forms and be clearly consistent about this in their behavior. Part I must be better protected than Part II. Scorers should be quietly determined and neutral in their behavior with participants and staff members. If attention, positive or negative, is drawn to scoring activity or its security by the behavior of the staff or the scorer, then value is attached to the forms which will subvert the research purposes. This then attempts to exclude staff comment about the forms and excessive security measures. <u>If any participant asks why we are keeping part II, or separating it from part I, or what Stan is doing with part II, they may be told research is being done with it</u>.

6. The scorer shall have the responsibility of reporting community information both verbally and in chart form. No information about individuals may be shared with other staff members except in the case of wholesale rejection by the community of any member on part I forms. If five people from any T-group reject one of their own T-group members or ten people reject any community member, these may be considered significant rejections and should be reported to Phil, Glen and Stan.

7. Participants may wonder how close they are to agreement on a committee member. Do not try to score this until such time as a request is made. You may have a general impression and if you do you may say, "you are getting close" or "you are no where near agreement." or some such answer. Hopefully this will satisfy the request. If not you may then go back over the part II data

and made a report verbally to an individual that, for example, "you have 25 people agreeing on one person and fifteen agreeing on two others." If they persist and ask for names you are to reply that you are not permitted to report names until such time as there is agreement and there is a request from the community for the information. Hopefully, this will not occur but it is within the realm of possibility.

Scoring Part I for Cummunity Data

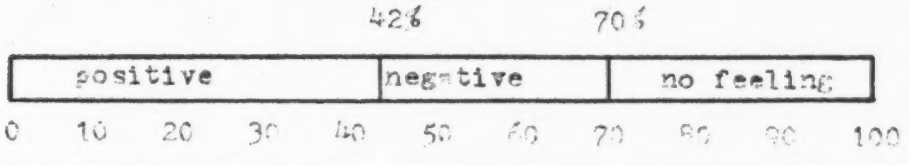
Part I data has meaning to the participants as a sample of feelings reflective of their goals. Part I is also necessary to give validity to Part II.

Some of the scoring methods will be obvious to participants and others will not. If any questions arise about the scoring, explain that we think if they know how it is scored the accuracy of the data will be influenced. We will be happy to tell them at the end of the workshop. If they insist, tell them.

#1 - expressed as a proportion only - horizontal bar graph. Number of persons not naming anyone to either question in part I is expressed as % of population. Remaining proportion of bar graph is divided into two portions depending on the average number of positive and negative nominations (Figure 1).

#2 - expressed both as proportion and intensity. Proportion similar to #1.
/
#6 Intensity expressed in vertical bar graph. Using the same categories, we are interested in how strong the feelings are and their significance for community building or distancing. Each name nominated in each category receives a value of one, <u>unless</u> the nomination is

Figure 1 horizontal bar graph expressing the proportion of positive, negative and no feeling



↑ CHART ↑

↓ EXPLANATION ↓

1. First run through on Part I reveals 11 persons checking no one to both questions. 11 is 30 per cent of 36. No feeling category is 30 per cent of the population and placed on the chart first.

2. The remaining portion (70%) is divided between positive and negative. 25 remaining persons nominate 100 names in response to both questions. 60 per cent of the names are positive nominations and 40 per cent are negative nominations. 60 per cent of the remaining portion of 70 per cent is 42 per cent.

external to the nominator's work group. In this later case the value is doubled. An average number is computed for each nominator. He is in the low group if the average is 0-5. Medium group 6-10. High group 11+. The number in each group is expressed as a proportion of the total population (Figure 2).

Interpretation of Part I

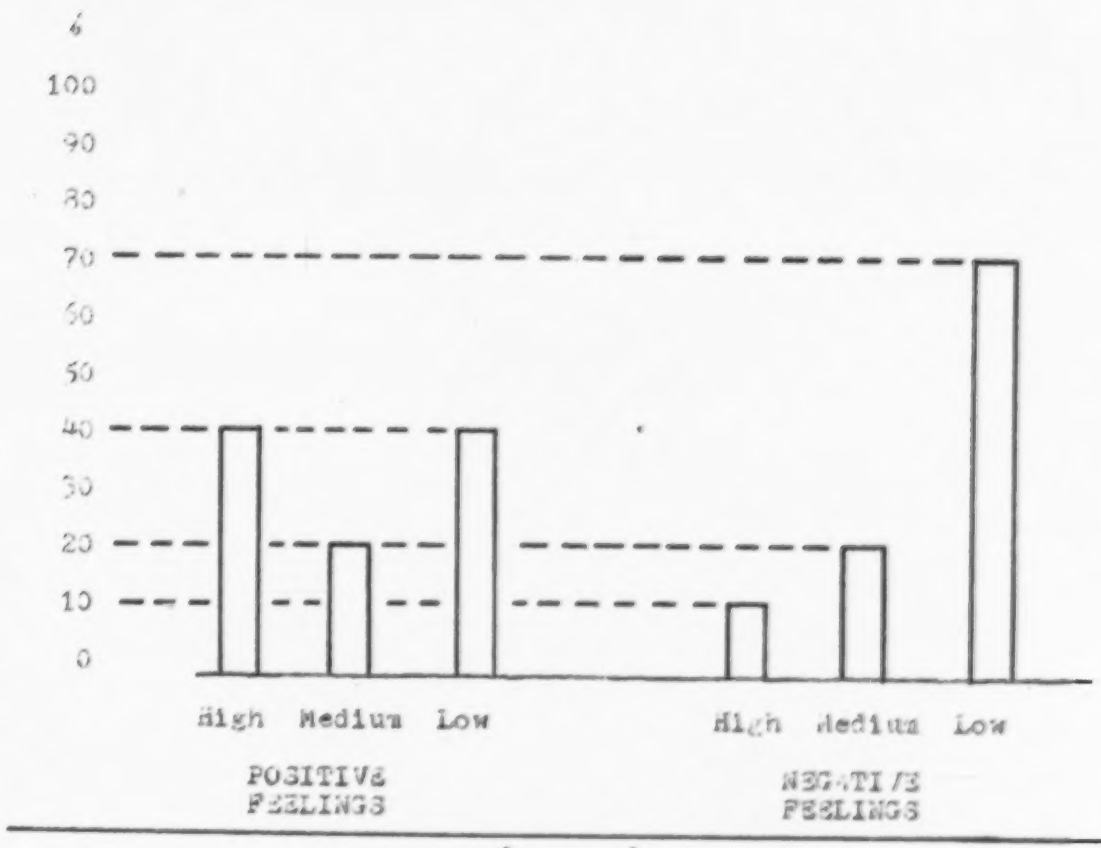
The focus of Part I is on the usefulness of data to the building of community. The data needs to have obvious validity to the participants, be descriptive of their development, and yet needs to be simple and quick in scoring the giving feedback.

We suggest that the meaning of the data is what it says about the degree of cohesiveness in the community. Each sample is a test probe of cohesiveness at various stages with a gradual escalation of the criteria of cohesiveness and relevance to community needs. Since the samples measure somewhat different aspects of cohesiveness, problems in community building may be more clearly identified.

#1 Initial We-feeling - An expression of the degree of cohesiveness brought to the community operates as a base line to compare against future measures. Negative and No Feeling factors constitute an immediate problem for the community to deal with.

#2 Welcoming Behaviors - Focus on the degree to which overt behaviors work to build or retard relationships. Focusses on the need to build relationships in terms of how people act. "No feeling" should sharply decline to near zero at this point. If not, a significant community problem may be identified.

Figure 2 Verticle bar graph expressing the intensity of positive and negative feelings



CHART

EXPLANATION

1. Check each nomination and circle the names of the nominator's work group colleagues. The names circled have a value of one and the uncircled names have a value of two. Compute values for positive and negative feelings for each person.

2. High = 11+ value; Medium = 6-10 value; Low 0-5 value

3. Example: 14 or 40 per cent of population score 11 or higher on positive scale. 4 or 10 per cent score 11 or higher on negative scale.

#3 Developing Relationships with Others - Focus is on the effect of both formal and informal activities to date in deepening relationships. Concern is whether relationships are perceived as less superficial. If they are, ties are being formed which are basic to community building. If not, a further aspect of the problem is identified. "No feeling" should have disappeared at this point.

#4 Communication Network - Focus is on the development of communication channels as a result of activities. Concern is the extent to which data generated is circulated in the community.

#5 Acceptance - Assumption is that community development requires inclusion of different points of view. Focus is on the extent to which there are channels for expression of diversity and the extent to which this is considered acceptable behavior. This appears to be the most complex of the measures.

#6 We-Feeling - Return to a focus on cohesiveness, in general. Expressed in relationship to the goals of this group.

Research and Evaluation

The goals of the retreat experience are to build a community of interest and to build effective communication channels in a formal organization - the student senate at Vincennes University. The members have some prior ties to one another, some of which may be dysfunctional to the goals of the student senate. The population from which the members are drawn is relatively diverse. The sub-populations the members represent have much mutual interest but they are fragmented like most university communities because they do not have

functional relationships with one another. Their differences are more visible to them and expressed in terms of greek vs. independent and commuter vs. resident types of designations. Any prior ties brought to the senate are likely to be along such "interest" lines. When these result in power blocks and exclusion in decision making, these ties are dysfunctional. The design attempts to build community; (1) by a direct focus on developing goal consensus, (2) by experiences which develop relationships; and (3) by work on the interpersonal skill contributing to effective behavior.

An instrument which gives data on the development of trust ties in the community would permit evaluation on the extent to which the particular design has consequences congruent with the goals. Trust ties are the operating definition of cohesiveness in this study. We assume that individuals value their privacy and will only permit those they trust to enter it. The question on Part II tests this specifically with a behavioral consequence of meaning to the participants. Prior to their beginning the experience the question is asked and it is repeated five times during the course of the experience. We should be able to chart against a base line the extent to which trust develops, the paths it follows (e.g., T-group, work groups), whether it is highly specific or diffuse, the pace of development, situational determinents, etc.

PART I DATA SUMMARY SHEET

NAME	#1			#							##							#						
				POSITIVE			NEGATIVE			NO	POSITIVE			NEGATIVE			NO	POSITIVE			NEGATIVE			NO
	# POS.	# NEG.	✓ NO	# IN	# OUT	TOT. VAL.	# IN	# OUT	TOT. VAL.	✓	# IN	# OUT	TOT. VAL.	# IN	# OUT	TOT. VAL.	✓	# IN	# OUT	TOT. VAL	# IN	# OUT	TOT. VAL	✓
TOTAL																								
VALUES	# 11+																							
TOTAL	# 6-10																							
	# 0-5																							

PART II DATA SUMMARY SHEET

NAME _____

GROUP _____

SOURCE	#1	#2	#3	#4	#5	#6	#7	
OLD TIES T GROUP								
WORK GROUP								
BOTH								
NEITHER								
TOTAL								
NEW TIES T GROUP								
WORK GROUP								
BOTH								
NEITHER								
TOTAL								